



MICHIGAN DEPARTMENT OF EDUCATION (MDE)

Office of Field Services (OFS)

TITLE III Improvement Plan

Guidance Document

**2012-2013 Annual Measurable Achievement
Objectives (AMAO) Results**

SUBMISSION FORM

Due to MDE-OFS by January 30, 2016

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Title III, Sec. 3122(b) (2)

“If a State educational agency determines, based on the annual measurable achievement objectives described in subsection (a), that an eligible entity has failed to make progress toward meeting such objectives for two consecutive years, the agency shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives.”

Local Education Agency (LEA) Information:

District Name:

District Code:

Address:

City:

Zip Code:

Contact Person:

Any inquiries concerning this guidance document should be directed to the attention of:

Name:

Title:

Phone:

Fax:

E-Mail:

Signature of Title III Director

Printed Name of Title III Director

Date

Signature of Superintendent

Printed Name of Superintendent

Date

Using multiple sources of data, identify and describe the possible reasons for not meeting the AMAOs:

Data Analysis Results (State/Local Assessments):

1. Instructional Program Design and Strategies
2. Teacher Quality/Professional Development:
3. Parent Engagement:
4. Program Evaluation/Accountability:

Program Modifications (use chart below):

Action Steps to Improve English Language Proficiency and Academic Achievement	Timeline	Person Responsible	Local, State and Federal Funding Sources and Estimated funds used	Monitoring Reports/Evidence (Completed periodically through [insert date])
<p>1. Instructional Design/Strategies</p> <p>Describe scientifically based research strategies to improve <u>English-Language Acquisition</u>. (AMAO 1 and 2: ELPA/WIDA & Local Assessments; AMAO 3 State/ Local Reading and Math Assessments). Indicate whether design/strategies pertain to elementary/ secondary level or both.</p> <p>Level (s):</p>				
<p>2. Teacher Quality</p> <p>Describe scientifically based research <u>professional development</u> strategies and activities including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs. Indicate whether design/strategies pertain to elementary/ secondary level or both.</p> <p>Level (s):</p>				

<p>3. Parent Engagement</p> <p>Describe <u>parent engagement plans</u> and outreach strategies including coordination efforts with other ESEA programs. Indicate whether design/strategies pertain to elementary/ secondary level or both.</p> <p>Level (s):</p>				
<p>4. Program Evaluation/Accountability</p> <p>Describe procedures you will use to ensure <u>successful implementation and monitoring</u> of the goals and strategies within this Improvement Plan. Indicate whether design/strategies pertain to elementary/ secondary level or both.</p> <p>Level (s)</p>				

<p>5. Title III Immigrant</p> <p>If applicable, identify any changes to the <u>Title III Immigrant Education Program</u>. Indicate whether design/strategies pertain to elementary/ secondary level or both.</p> <p>Level(s):</p>				
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